

1. Record Nr.	UNINA9910511369703321
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Titolo	Critical Mathematics Education : : Can Democratic Mathematics Education Survive under Neoliberal Regime? / / Bulent Avc
Pubbl/distr/stampa	Leiden, ; Boston : , : Brill Sense, , 2019
ISBN	90-04-39023-5
Descrizione fisica	1 online resource (178 pages)
Disciplina	510.71
Soggetti	EDUCATION / Essays EDUCATION / Organizations & Institutions EDUCATION / Reference Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Matter -- Copyright page / Bülent Avc -- Foreword: A Living Mathematics for Democracy / Antonia Darder -- Acknowledgements / Bülent Avc -- Setting the Stage / Bülent Avc -- The Standardization Movement in Education / Bülent Avc -- Class Consciousness and Mathematical Literacy / Bülent Avc -- Collaborative Versus Competitive Learning / Bülent Avc -- Mathematical Inequality and Socioeconomic Inequality / Bülent Avc -- Student Loan Crises / Bülent Avc -- Critical Mathematics Education / Bülent Avc -- Critical Mathematics Education and Citizenship in the Neoliberal Era / Bülent Avc -- Conclusions / Bülent Avc -- Back Matter -- References / Bülent Avc -- Index / Bülent Avc.
Sommario/riassunto	Drawing on rich ethnographic data, Critical Mathematics Education: Can Democratic Mathematics Education Survive under Neoliberal Regime? responds to ongoing discussions on the standardization in curriculum and reconceptualizes Critical Mathematics Education (CME) by arguing that despite obstructive implications of market-driven changes in education, a practice of critical mathematics education to promote critical citizenship could be implemented through open-ended projects that resonate with an inquiry-based collaborative learning and dialogic pedagogy. In doing so, neoliberal hegemony in education can be

countered. The book also identifies certain limitations of critical mathematical education and suggests pedagogic and curricular strategies for critical educators to cope with these obstacles.
